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ABSTRACT

This module is one in a series of four performance-based modules developed to prepare vocational educators to serve limited English proficient (LEP) students. It discusses the intake process and the purpose and importance of assessing LEP students for both English and native language proficiency and vocational interest and aptitude. The module is made up of a series of three learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. An introduction lists terminal and enabling objectives, resources, learning experiences, and optional reading. This module provides information on: (1) appropriate standardized English proficiency assessment instruments; (2) administration and use of three informal English proficiency techniques; (3) adaptation of these techniques for assessment of native language ability; (4) assessment of vocational interest and aptitude and adaptation of assessment strategies for use with LEP students; and (5) interpretation of assessment results. The final learning experience requires the teacher to demonstrate the skill in an actual vocational instructional situation where the teacher is an intern, student teacher, or inservice teacher. An assessment form for the final learning experience is included. (YLB)

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CONDUCT INTAKE ASSESSMENT FOR LEP VOCATIONAL STUDENTS

One of four performance-based modules to
prepare vocational educators to
serve LEP students

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- Installing educational programs and products
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FOREWORD

This module is one in a series of four performance-based modules focusing on serving LEP vocational students. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preparation of teachers and occupational trainers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion-referenced assessment of the teacher's (instructor's, trainer's) performance of the specified competency. The materials are designed for use by teachers-in-training working individually or in groups under the direction and with the assistance of teacher educators or others acting as resource persons. Resource persons should be skilled in the teacher competencies being developed and should be thoroughly oriented to performance-based concepts and procedures before using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based training programs for preservice and inservice teachers, as well as business-industry-labor trainers, to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, postsecondary institutions, local education agencies, and others responsible for the professional development of vocational teachers and other occupational trainers who serve LEP students.

Many individuals and institutions have contributed to the research, development, testing, and revision of these significant training materials. Appreciation is extended to the following individuals who, as members of the project technical panel, advised project staff, identified human and materials resources, and reviewed draft materials: Curtis Bradley, John Ferrandino, Mary Galvan, James Hamilton, Le-Huong Le, Angelica Negron, and Irving Panzer.

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Ray D. Ryan
Executive Director
The National Center for Research
in Vocational Education

ABOUT USING THESE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to working with LEP vocational students. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual vocational instructional situation when you are an intern, a student teacher, or an inservice teacher or educator.

Procedures

Modules are designed to allow you to individualize your professional education program. You need to read only those modules covering skills that you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before reading any module, you should carefully review (1) the introduction, (2) the objectives listed on p. 4, (3) the overviews preceding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to reach one of the following conclusions:

- o You do not have the competencies indicated and should complete the entire module.
- o You are competent in one or more of the enabling objectives leading to the final learning experience and, thus, can omit those learning experiences.
- o You are already competent in this area and are ready to complete the final learning experience in order to "test out."
- o The module is inappropriate to your needs at this time.

When you are ready to complete the final learning experience **and** have access to an actual vocational instructional situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange to (1) repeat the experience or (2) complete or review previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped, (2) repeating activities, (3) reading supplementary resources or completing additional activities suggested by the resource person, (4) designing your own learning experience, or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual Vocational Instructional Situation: A situation in which you are actually working with and responsible for secondary or postsecondary LEP vocational students or other LEP occupational trainees. If you do **not** have access to an actual vocational instructional situation with LEP students when you are taking the module, you can complete the module **up to** the final learning experience. You would then complete the final learning experience later.

Alternate Activity or Feedback: An item that may **substitute** for required items that, due to special circumstances, you are unable to complete.

Occupational Specialty: A specific area of preparation within a vocational service area (e.g., Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity of Feedback: An item that is not required but that is designed to **supplement** and enrich the required items in a learning experience.

Resource Person: The person in charge of your educational program (e.g., the professor; instructor; administrator; instructional supervisor; cooperating, supervising, or classroom teacher; or training supervisor who is guiding you in completing this module).

Student: The person who is receiving occupational instruction in a secondary, postsecondary, or other training program.

Vocational Service Area: A major vocational field: agricultural education, business and office education, marketing and distributive education, health occupations education, home economics education, industrial arts education, technical educational, or trade and industrial education.

You or the Teacher/Educator: The person who is completing this module.

Levels of Performance for Final Assessment

N/A: The criterion was not met because it was **not applicable** to the situation.

None: **No attempt** was made to meet the criterion, although it was relevant.

Poor: the teacher/educator is unable to perform this skill or has **very limited ability** to perform it.

Fair: The teacher/educator is unable to perform this skill in an acceptable manner but has **some ability** to perform it.

Good: The teacher/educator is able to perform this skill in an **effective** manner.

Excellent: The teacher/educator is able to perform this skill in a **very effective** manner.

INTRODUCTION

It is very important for vocational educators to have complete and accurate information about a student's needs, interests, and abilities in order to plan and provide appropriate instruction. In the case of LEP students, gathering this information is a crucial requisite for instruction. Vocational counselors, teachers, and administrators as well as ESL teachers, are often in a position where assessment of LEP students is required. It is almost never possible to use the same test instruments for LEP students that you use with students who are native speakers of English. Both linguistic and cultural differences make them inappropriate and inaccurate. Indeed, assessment procedures should never be used to screen students out of programs because of limited English proficiency, but rather to diagnose their need for English as a Second Language (ESL) and bilingual instruction and other special services.

This module will discuss the intake process and the purpose and importance of assessing LEP students for both English and native language proficiency and vocational interest and aptitude. You will learn about appropriate standardized English proficiency assessment instruments, as well as how to administer and use three informal English proficiency assessment techniques. These techniques can also be adapted to assess native language ability. In addition to determining the language proficiency levels of your LEP students, you need to assess vocational interest and aptitude. Again, your assessment strategies will need to be adapted for use with LEP students, and you will learn how to do this. Finally, this module will teach you how to interpret assessment results in order to provide appropriate instructional and support services.

ABOUT THIS MODULE

Terminal Objective In an actual vocational instructional setting, conduct intake assessment of LEP vocational students.

Enabling Objectives

1. After completing the required reading, demonstrate knowledge of the importance and key elements in the intake process.

2. After completing the required reading, demonstrate a knowledge of, or employ or critique the use of given techniques for assessing the following: language proficiency and vocational interest and aptitude.

3. After completing the required reading, critique the performance of an educator in a given case study in making programmatic recommendations on the basis of assessment results.

Resources

A list of the outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions or in assessing your progress at any time.

Learning Experience I

A vocational educator responsible for intake of LEP students with whom you can discuss the intake process used in his/her program.

Learning Experience II

An LEP person on whom you can practice using three techniques for assessing English proficiency: cloze, dictation, and interview.

An ESL specialist to assess your evaluation of the LEP student's English proficiency.

A standardized test to assess vocational interest and aptitude.

Learning Experience III

No outside resources.

Optional Reading for this Module

Bradley, Curtis, and Friedenberg, Joan. Teaching Vocational Education to Limited English Proficient Students. Bloomington, IL: Meridian Education Corporation, 1988.

Bradley, Curtis, and Friedenberg, Joan. "Vocational Training for LEP's: Ten Tips for Teachers" (sound/color filmstrip). Bloomington, IL: Meridian Education Corporation, 1988.

Cordova, Rose Mary, and Phelps, L. Allen. Identification and Assessment of Limited English Proficiency (LEP) Students in Vocational Education Programs. Springfield, IL: Illinois State Board of Education, 1982.

Friedenberg, Joan, and Bradley, Curtis. A Handbook for Vocational ESL. Bloomington, IL: Meridian Education Corporation, 1988.

Friedenberg, Joan. The Condition of Vocational Education for LEP Students in Selected Areas of the United States. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1987.

Harris, David P. Testing English as a Second Language. New York, NY: McGraw Hill, 1969.

Oller, John W. Language Tests at School. London, England: Longman Ltd., 1979.

Terminology

Limited-English Proficient (LEP): LEP persons are those born in a country where English is not the primary language or who were reared in an environment in this country where English was not the dominant language, and who, as a result, experience difficulty in reading, writing, speaking, and/or understanding English to the point where such difficulty is a barrier to education and employment.

Bilingual Education: The use of two languages, one of which is English, in a classroom or instructional program.

Vocational Education: Occupational education that requires less than a baccalaureate degree. Includes such occupational areas as trade and industrial, health occupations, home economics, agricultural, technical marketing and distributive, industrial arts, and business education.

English as a Second Language (ESL): A class or program of English language instruction designed especially for speakers of other languages. ESL is not like English or Language Arts classes for English speakers.

Vocational English as a Second Language (VESL): ESL instruction that is job-specific. For example: cosmetology ESL, nurse's aide ESL, child care ESL, auto mechanics ESL.

LEARNING EXPERIENCE I

OVERVIEW

Enabling Objective	After completing the required reading, demonstrate a knowledge of the intake process for LEP vocational students.
Activity 1	You will be reading the information sheet The Intake Process, pp. 10-13.
Activity 2	You will demonstrate knowledge of the intake process by completing the Self-Check, pp. 14-15.
Feedback 3	You will evaluate your competency by comparing your completed Self-Check with the Model Answers, pp. 16-17.
Activity 4	You will meet with a vocational educator responsible for intake to learn how one program handles the process, p. 18.

Activity 1 To learn more about intake activities that precede actual assessment, read the following information sheet.

THE INTAKE PROCESS

Before actual intake assessment of LEP vocational students is conducted, some processes occur that affect assessment directly, and they are crucial to the success of your entire program. These include how students are directed or channeled to the vocational program and by whom, their initial contact with program personnel, and how and what initial intake information is collected from them. To increase the chances that this intake process will go well, you need to prepare the staff who may be involved and prepare the forms that will be needed.

Preparing Staff

Staff involved in the intake process will vary according to the program setting and may include general office personnel, bilingual secretaries, ESL teachers, vocational teachers, counselors, and others. In general, bilingual education and ESL staff usually need information about vocational education, whereas vocational educators need bilingual and bicultural awareness. In other words, guidance counselors, bilingual educators, and ESL teachers who channel all LEP students into bilingual academic programs should be made aware of the potential benefits of a vocational education for some LEP students. Conversely, although vocational staff usually appreciate the advantages of their own programs, they frequently are not trained to facilitate the entrance of LEP students into their programs.

To prepare staff for LEP vocational students, you should first identify those staff members most likely to have initial contact with potential LEP vocational students. In a comprehensive high school these may be the bilingual or ESL teachers, guidance counselors, or simply the staff of the main office. In a vocational school, first contact could be with main office personnel or with a counselor. Adult centers or programs sponsored by community organizations often have a secretary or receptionist to receive inquiries, and usually a counselor to meet with new students. In any of these settings, only when there is a separate program specially designed for LEP students is it likely that the person(s) who makes initial contact with LEP students will have any bilingual/bicultural skills.

After identifying these staff members, help them learn how to recognize potential LEP students. Possible indications include quiet, shy behavior, confusion, different physical appearance, blank or badly completed application or intake forms, use of a language other than English, accented English, or even surnames common to an ethnic group in the community. When an initial contact is made by telephone, many LEP indicators are not apparent. If you can help your staff recognize the two or three most prevalent languages in your community, that will help a great deal. The staff may be able and willing to learn some basic phrases in those languages, but even if not, they should be able to make more accurate referrals. They should know whom to contact when faced with a student whose English is severely limited. You may need to set up a network of people to serve this function. It is important to have several people for each language group if

possible. They could be staff members, students, or even community members willing to be "on call" for assistance in translating over the phone.

Some schools with populations have hired staff to help LEP students through not only the intake process, but through other phases of their vocational school experience as well. One vocational magnet school in a midwestern city has two full-time "bilingual advocates," one who speaks Arabic, the other who speaks Spanish. They provide any kind of assistance needed by LEP students in that school, including the following: response to pre-admission inquiries by phone or in person; help during the intake process, particularly with forms; serving as bilingual aides and tutors in vocational classes; translating written communication between the school and parents; serving as general liaison between the school and the language minority communities.

Paperwork

When gathering intake information from LEP students you need to ask everything that you ask of all students. This information sheet will not deal with those generic categories; however, there is additional information that you should try to learn about LEP students. Whether by phone or in person, try to have these questions posed in the native language, if possible. It is a good idea to develop a short form to assure that you get as much information as you can during a phone inquiry. The following are some suggestions for a telephone interview form:

- Applicant's name
- Applicant's address and telephone number
- Applicant's language(s)
- Ability to read/write native language
- U.S. citizen; resident; other status
- Length of time in the U.S.
- Country of origin
- Education in U.S.; in another country
- Support services needed, such as transportation, child care, health services, immigration assistance, financial aid

In addition, the interviewer (your staff person) should estimate spoken English language proficiency, perhaps rating on a five-point scale, such as: none, poor, adequate, good, excellent.

A more detailed intake form, to be completed in writing, should be translated into all appropriate native languages. In addition to the questions suggested for the telephone interview above, and to generic information asked of all students, this form could request the following kinds of information:

- Place of birth
- Arrival in the U.S.; why
- Planned length of stay in this country
- Alien registration number or citizenship number
- Sponsor (if applicable)
- Family background, such as parents, siblings, children (include languages spoken)
- Work experience in the U.S.; in another country
- English proficiency (self report), oral, reading, writing
- Years of English study
- Other languages acquired; level

Assessment Plan

After identifying LEP students and gathering all the information you can as part of the intake process, you should also check students' files when possible, as well as confer with colleagues who have had previous contact with your new students. Once you have all relevant information available, you will be in a position to determine what is still needed. This forms the basis for an assessment plan. Following is a list of assessment information that you should have on each student:

Necessary

- English proficiency
  - Oral
  - Written
- Native language proficiency
  - Oral
  - Written
- Vocational interest and aptitude

Recommended

- Math skills
- Vocational skills
- Other

For each area where you still need assessment information, you should determine what language to use, who will conduct the assessment, when it will be done, and if possible choose the instrument or technique to use. The next two learning experiences will teach you how to conduct these assessments.

Activity 2 The following items check your comprehension of the materials in the information sheet, "The Intake Process." Each requires a short essay-type response. Explain briefly but fully, and be sure to respond to all parts of each question.

SELF-CHECK

1. What staff may be involved in the intake process and what preparation do they need?

2. What intake information is important to gather from LEP students in a phone inquiry?

3. What more detailed information about an LEP student needs to be included in a written application form?

4. What assessment information is necessary and what is optional for LEP students?

Feedback 3 Compare your written responses to the self-check items with the model answers given below. Your responses need not exactly duplicate the model answers; however, you should have covered the same major points.

MODEL ANSWERS

1. The staff involved in the intake process will vary depending upon the program setting. They may include **general office personnel, bilingual secretaries, ESL teachers, vocational teachers, counselors, bilingual aides and tutors, bilingual advocates,** and **community volunteers**. Bilingual educators and ESL staff need information about vocational education, and vice versa, so that students are channeled to both the bilingual academic programs and the vocational education programs as appropriate.

   In a comprehensive high school, staff members who may make the initial contact with potential LEP vocational students most frequently are the **bilingual** or **ESL teacher** or the **staff in the main office**. In a vocational school, the **main office personnel** or a **counselor** could be the first staff contact persons. For adult centers and community centers, a **secretary or receptionist** usually receives the initial inquiries. Few of these staff members will have bilingual/bicultural skills to facilitate the entrance of LEP students. Therefore, you will need to help them recognize potential LEP students and guide them through the intake process.

   LEP students can often be recognized by their quiet, shy behavior or confusion. They may leave many unanswered blanks on an application. They may speak another language, look different, and their English may be heavily accented or hesitant over the telephone. Ideally, the staff who are involved with LEP students should recognize the prevalent languages of the community and be able to speak some basic phrases in each of those languages. At least they should know who to contact from a network of people who are serving LEP students. Some schools with a large LEP population will have "on call" staff members, students, or community members who can translate over the phone, or they will hire regular staff members--"bilingual advocates"--for each language represented in the community. These bilingual advocates provide all kinds of assistance needed by LEP students including making responses to pre-admission inquiries, helping students fill out application forms, serving as bilingual aides and tutors in vocational classes, translating written communication between the student and parents, and serving as a liaison between the school and the language minority community.

   All staff personnel are crucial to the success of the intake process. Awareness is a key factor in recognizing and finding assistance for LEP students.

2. Besides asking generic questions common to all students in a telephone inquiry, there are some specific questions for LEP students. If possible, try to ask questions in the native language when English is very limited. To assure getting as much information as possible during a phone inquiry, you can interview from a short list of questions. You will want to know the applicant's **name properly spelled,** his or her **language(s),** and **whether he or she reads and writes in his or her native language.** You need information about the applicant's **country of origin, U.S. citizenship or**

immigration status, **residence** and how long this person has lived in the U.S., and what **education** the applicant has received in the U.S. or in another country? Finally, you will want to know what **support services** the applicant needs. As the staff person is gathering this information on the telephone, he or she can estimate the student's **spoken English language proficiency**.

3. Written intake forms can ask far more detailed information than telephone interviews. These forms should be translated into all appropriate native languages. A written form of inquiry can request information about **place of birth**, **entrance date into the U.S.**, **reasons for coming to the U.S.**, and **plans to remain or return** to the native country (if born outside the U.S.). You can ask the applicant's **alien registration number** or **citizenship number**, **family background**, and **work experience** in the U.S. and other countries. You can ask for a self-report of **English language proficiency**, **number of years the applicant has studied English** or other languages, and at what **level**.

4. **English** and **native language proficiency**, and **vocational interest and aptitude** assessments are necessary. **Basic vocational skills** and **safety knowledge** may or may not be assessed. A student's file will have relevant information and so will colleagues who have had previous contact with the student. When you have gathered all of this information, you will be in a position to determine what the student needs and what further assessment you need.

Level of Performance: Your written responses to the self-check items should have covered the same major answers. If you missed some points or have questions about an additional points you made, review the material in the information sheet, or check with your resource person if necessary.

Activity 4

Meet with a counselor or other person responsible for the intake of LEP students to a vocational program. Find out how the intake process is conducted, how staff are prepared, and also ask if you can see the forms used to collect information on incoming LEP students.

LEARNING EXPERIENCE II

OVERVIEW

Enabling Objective	After completing the required reading, demonstrate a knowledge of the assessment of English and native language proficiency, vocational interest and aptitude, and other areas, for LEP vocational students.
Activity 1	You will be reading the information sheet Carrying Out Assessment, pp. 20-29.
Activity 2	You will demonstrate knowledge of the intake assessment process by completing the self-check, pp. 30-31.
Feedback 3	You will evaluate your competency by comparing your completed self-check with the model answers, pp. 32-33.
Activity 4	You will use three techniques to assess the English proficiency of an LEP person: cloze, dictation and interview. Tape record the interview, p. 34.
Activity 5	You will evaluate and interpret the results of the three techniques you used to assess English proficiency, p. 34.
Feedback 6	You will consult with an ESL specialist to verify your interpretations in evaluating English proficiency, p. 34.
Activity 7	You will read the Case Study and critique the performance of the counselor described, p. 35.
Feedback 8	You will evaluate your competency in critiquing the counselor's performance in assessing vocational interest and aptitude by comparing your completed critique with the Model Critique, p. 36.
Activity 9	You will take a standardized vocational interest and aptitude test, p. 37.

Activity 1 To learn how to conduct formal and informal assessment of English and native language proficiency, vocational interest and aptitude, and other areas, read this information sheet.

CARRYING OUT ASSESSMENT

Assessment of LEP vocational students requires some special considerations. Unlike English-speaking students, LEP students cannot be given vocational interest, aptitude, vocational skill, basic skills, or safety tests exclusively in English. In addition, their proficiency in both English (as a second language) and their native language (especially literacy) must be assessed appropriately.

Assessing English Proficiency

The language proficiencies of LEP students should be assessed as soon as the student enters the vocational program--before actual instruction begins. Assessments should be conducted for English as well as native language proficiency. Although such assessments should never be used to screen LEP students out of vocational education programs, their results are crucial to the design and implementation of an appropriate program for them.

Assessing English language proficiency appropriately is extremely important and should be carried out by a trained ESL teacher. If an ESL teacher is not available at this time, it is still worthwhile for counselors and even vocational teachers to conduct the assessment.

The assessment of English proficiency serves several important functions:

- It can tell ESL teachers about the student's English level (e.g., low, intermediate, or high) and the specific kinds of English problems the student has (e.g., prepositions, word order). Used at both the beginning and end of a program, it can tell how much growth in English occurred during the course.

- It can tell counselors how well a student will be able to understand English in vocational interest and aptitude tests as well as in the general counseling process.

- It can tell vocational teachers how well a student will be able to understand instruction and curricula that are in English.

English proficiency can be assessed with formal standardized instruments, informal measures, or both. Tests should not have childish content or be geared for English-speaking students or ESL students in academic programs. They should focus on a student's ability to understand and communicate rather than on a student's grammatical perfection.

Following are some formal ESL proficiency tests that satisfy these criteria.

Standardized English Proficiency Assessment Instruments

Test	Publisher	Description
Written and Oral Proficiency		
1. Basic English Skills Test (BEST)	Center for Applied Linguistics, 1118 22nd St., NW, Washington, DC 20037 202-429-9551	Core Section (oral): interview, (10-15 mins.), simulated real-life comprehension and speaking tasks Literary skills: individual or group (45 mins.)
2. Comprehensive English Language Test (CELT)	Delta Systems, Co., Inc. 570 Rock Road Dr., Unit H, Dundee, IL 60118 (800) 323-8270	Tests vocabulary, structure, and listening
3. Henderson-Moriarty ESL/Literacy Placement Test (HELP)	Alemany Press, 2501 Industrial Pkwy., W., Hayward, CA 94545 (800) 227-2375	Individual, tests oral recognition and production, and reading and writing. No time limit
4. Language Assessment Battery (LAB)	New York City Board of Education, Office of Educational Assessment, Document Scan Center, 49 Flatbush Ave., Rm. 514, Brooklyn, NY 11217 (718) 935-3964	Listening, speaking, reading and writing. Different forms for 4 age groups. (1 hr. 10 mins.)
5. Test of English Proficiency Level (TEPL)	Delta Systems Co., Inc. 570 Rock Road Dr., Unit H, Dundee, IL 60118 (800) 323-8270	Oral, individual (10 mins.) Written, group (60 mins.) Identifies 7 skill levels in areas
Oral Proficiency Only		
1. Bilingual Vocational Oral Proficiency Test (BVOPT)	Melton Peninsula, Inc., 161 Pittsburg, Dallas, TX 75207 - (214) 748-0564	Individual or group. Four parts (30 mins.) teacher time per student: 1. Questions & answers 2. Open-ended interview 3. Imitations 4. Imperatives (based on photographs)

2.	English as a Second Language Oral Assessment	Literacy Volunteers of America, 5796 Widewater Pkwy., Syracuse, NY 13214 - (315) 445-8000	Oral test of comprehension and speaking. Pictures with questions (20-30 mins.)
3.	ILYIN Oral Interview Test	Newbury House Publishers 10 E. 53rd St., New York, NY 10022 - (212) 207-7336	Pictures and interview. One to one, for secondary and adult (5-30 mins.)
4.	Second Language Oral of English (SLOTE)	Delta Systems Co., Inc. 570 Rock Road Dr., Unit H, Dundee, IL 60118 (800) 323-8270	Any age, individual or Test groups. Twenty subtests of specific structures

Written Proficiency Only

1.	Criterion Reference English Syntax Test (CREST)	New York City Board of Education, Office of Educational Assessment, Document Scan Center, 49 Flatbush Ave., Rm. 514, Brooklyn, NY 11217 (718) 935-3964	Choose correct word(s) to complete sentence. Three levels. Individual or group. (45-90 mins)
2.	English Language Skills Assessment in a Reading Context (ELSA)	Newbury House Publishers 10 E. 53rd St., New York, NY 10022 - (212) 207-7336	Five reading test series. Multiple choice. (20-30 mins.)

If standardized assessment instruments are not available or practical for you to use, there are several informal measures of English proficiency that you <u>can</u> use. Three of these are explained below, along with sample "tests" that you can use if you choose not to develop your own.

Cloze Technique

This is a quick and relatively simple method of estimating whether a student will be able to read (and write to a certain extent) the printed material used in class. Here's how to do it.

Choose a passage of about 250 words. Leave the first sentence intact and delete every fifth word thereafter. Replace with blanks the words you cut out. Have students read the passage and fill in the blanks. If they fill in 50-60 percent of the spaces with appropriate words, you are safe in assuming that they will be able to benefit from written material. Be sure to use a representative passage l. You may want to choose several shorter selections. In fact, if the reading in your program becomes progressively more difficult, then it is important to use a number of passages representative of various degrees of difficulty.

Following is a short example that could be used for general intake assessment. If you need to determine English proficiency for a specific vocational program, choose a passage from your textbook or other course materials.

Reading Comprehension: Finding a Job

What if you **needed** to find a job **very** soon? Would you know _____ to do it? Your _____ will be very important _____ you. You will earn _____ from working that will _____ for the things you _____ for yourself and your _____.

Also, the job you _____ will affect how other _____ think of you. People _____ you by the work _____ do.

You will spend half _____ time you are awake _____ your job. And you _____ probably be working for _____ many as 45 to _____ years. Many of your _____ will be people you _____ with. You may marry _____ you meet at work. The _____ you have can shape _____ whole way of life.

How are you going _____ find a job? Many _____ get jobs by applying _____ employers. Others ask friends _____ relatives for advice. Using _____ ads is another way _____ find a job. Some _____ use employment agencies for _____ in finding work.

Finding a job can _____ an adventure. You may _____ to new places, and _____ people you never imagined. It will _____ always be easy, but _____ can be fun.

(Adapted from Finding a Job, John McHugh, Changing Times Education Service, St. Paul, MN, 1981.)

Dictation

This is a good way to determine how well students understand spoken English. You will also learn something about their writing ability. Scores on dictations correlate well with scores on standardized tests of English proficiency. Dictation is easy to administer and score and is a good diagnostic tool.

First, pick a passage 50 to 100 words long and representative of the language levels used in the program. Following is a sample that can be used for general purposes. If you are assessing English proficiency for a specific vocational program, choose material from a textbook used in your course.

Give the following instructions to your student(s):

> This is the test of your ability to understand and write spoken English. You will hear a passage three times. I will read it once at normal speed. Listen and try to understand. The second time I will read it with pauses. Write down what you hear. The third time you will hear the passage with pauses again. Check what you have written.

Dictation: Where the Jobs Are

People who look for jobs use many methods. The best method is talking to friends and family. If you are looking for a job, do this first. Another good way to find a job is to go directly to employers. Make a list of possible employers. Include the names, addresses, and telephone numbers of places that might have a job you want. Look in the yellow pages of the telephone book for ideas. Go to a library. Find publications like the Chamber of Commerce Directory that list businesses. Read the want ads in the newspaper, too. Good luck.

When you correct this exercise, count a point for each correct word. Spelling and pronunciation errors should not be counted. Only those mistakes that show a lack of understanding should be counted. Sometimes it is difficult to distinguish between a comprehension error and other errors. The following examples illustrate the difference between these different kinds of errors:

Correct	Spelling	Pronunciation	Comprehension
directly	derectly	directry	directory
want	wont	vant, wan	one, won't, went

Oral Interview

If no other English proficiency assessment is possible, you can learn something about a student's ability to comprehend and speak English by conducting a brief interview. If possible, record the conversation for subsequent analysis. Choose about five questions. Here are some examples:

1. Do you like Columbus?
2. What do you like (dislike) about it?
3. Where did you live as a child?
4. When did you come here?
5. Which subjects do you like in schools?
6. What do you do for fun?
7. Do you watch television?
8. What are your favorite programs?
9. Do you go to the movies?
10. What movies have you seen recently?
11. Do you like music? What kind?

To rate students, you can use one of the following scales. The first scale is more general, whereas the second is more specific. On the second, you should average the five numeric scores to arrive at an average score.

Oral Interview Rating Scale -#1

Level 1. Speech is so halting and fragmentary as to make conversation virtually impossible.

Level 2. Usually hesitant; often forced into silence by language limitations.

Level 3. Speed and fluency are rather strongly affected by language problems.

Level 4. Speed of speech seems to be slightly affected by language problems.

Level 5. Speech as fluent and effortless as that of a native speaker.

(Testing English as a Second Language, Harris, McGraw Hill, 1969)

Oral Interview Rating Scale -#1

		1	2	3	4	5	
PRONUNCIATION:	Foreign	( )	( )	( )	( )	( )	Native
GRAMMAR:	Inaccurate	( )	( )	( )	( )	( )	Accurate
VOCABULARY:	Inadequate	( )	( )	( )	( )	( )	Adequate
COMPREHENSION:	Incomplete	( )	( )	( )	( )	( )	Complete
FLUENCY:	Halting	( )	( )	( )	( )	( )	Smooth

(developed by the Foreign Service Institute)

Assessing Native Language Proficiency

Proficiency in the native language should also be assessed as soon as the student enrolls in the vocational program and should be done by a person who speaks the student's native language, if possible. This could be a counselor, vocational teacher, aide, or ESL teacher. Assessing native language proficiency serves several important functions:

- It can tell you whether students can read and write in their native language.
- It can give you an indication of how much formal education they have had in their native language.
- It can tell you whether they are familiar with technical terms in their native language.

This information can tell teachers and counselors about how and whether to use the students' native language during assessment, counseling, and instruction.

All of the informal techniques used to evaluate English proficiency can be adapted to determine proficiency in the student's native language. In all cases you need to identify someone who speaks the target language, preferably a native speaker. Possibilities include the following persons: bilingual teachers, ESL teachers, foreign language teachers, other school staff members, students, and community members.

For the cloze technique, try to use vocational material in your subject area. If you have bilingual or non-English instructional materials, use them. You will need a speaker of the students' language to assess the appropriateness of the answers given. You can also give students a page with a few questions written in their native language for them to answer.

For both dictation and oral interviews, it is preferable to have a speaker of the native language conduct these assessments in person. If this is not possible, you can tape record and native language material--dictation passage or interview questions--with pauses for answers. Then you will need to ask a speaker of that language to evaluate the responses.

Assessing Vocational Interest, Aptitude and Other Knowledge and Skills

Student vocational interest and aptitude ordinarily are assessed by counselors. This assessment should be conducted before placing students into vocational programs. It is very important for LEP students to be assessed in their native language. If not, what might appear to be a low aptitude in a given area may very well be the result of not understanding English. Often, it is not sufficient to simply provide translated versions of standardized instruments. LEP students who grew up outside mainland U.S.A. may need a cultural orientation to employment opportunities in this country before an interest measurement, even in their native language, can be meaningful.

In using native language translations, it is important to be sure that they are appropriate for the target audience. One way to do this is to ask a member of the community to check the translation. Also, remember that if students are not literate in their native languages, testing will have to be oral.

Formal Vocational Interest and Aptitude Instruments

Following is a list of formal, standardized vocational interest and aptitude instruments that are available in two or more languages.

Test	Publisher	Description
1. Vocational Research Interest Inventory (VRII)	Vocational Research Institute 2100 Arch St., 6th Floor Philadelphia, PA 19103	Available in English and Spanish

	Test	Publisher	Description
2.	APTICOM	Vocational Research Institute 2100 Arch St., 6th Floor Philadelphia, PA 19103	Available in English and Spanish
3.	Self-Directed Search (SDS)	Psychological Assessment Resources, Inc. Post Office Box 998 Odessa, FL 33556-0998	Available in English, Spanish, and Vietnamese
4.	General Aptitude Test Battery (GATB)	Superintendent of Documents U.S. Government Printing Office Washington, DC 20402	Available in English and Spanish

Informal Measures

If formal assessment instruments are not practical, available, or appropriate for your LEP students, then students' interests and abilities should be informally assessed through questions in their native language. These questions may be presented to students in writing, in an interview, or by a taped interview. You may have existing local instruments translated, or you may have the following interview translated.

Interest/Aptitude Interview

A. For each of the following kinds of work, answer these questions:

1. Do you like writing, music, drawing, theater, or crafts? Do you have any experience?

2. Do you like scientific work, like chemistry, laboratory work, computers? Do you have any experience?

3. Do you like working with plants or animals? Do you have any experience?

4. Do you like to work with machines, or fix them? Do you have any experience?

5. Do you like secretarial work, data processing, or working in a bank or office? Do you have any experience?

6. Do you like sales work--in stores or individually? Do you have any experience?

7. Do you like to help people, such as cut hair, work as a waiter in a restaurant, take care of children, be a nurse, a teacher? Do you have any experience?

B. How important are the following?

	1 Not Important	2 Somewhat Important	3 Very Important	4 Absolutely Necessary
1. Job security--being sure you have a job	( )	( )	( )	( )
2. Prestige-respect	( )	( )	( )	( )
3. Salary	( )	( )	( )	( )
4. Varied tasks	( )	( )	( )	( )
5. Physical work	( )	( )	( )	( )
6. Mental (thinking) work	( )	( )	( )	( )
7. Work with other people	( )	( )	( )	( )
8. Working on your own	( )	( )	( )	( )
9. Supervising others	( )	( )	( )	( )

Other Assessment Areas

Although these will not be covered in detail in this module, there are several other potential assessment areas that should be considered.

Vocational skills. As with vocational interest and aptitude, proficiency in the vocational skill area should be assessed before instruction begins. This is particularly important in open-entry programs so that the student can be properly placed. Although the vocational instructor is the most appropriate person to do this testing, if the native language is needed it may be necessary to ask a bilingual counselor, aide, or other staff member for help. Failure to make skill assessment available in the native language can create the impression, often false, that the student knows little or nothing about the vocational area. In most cases vocational proficiency can be assessed by asking the student to demonstrate certain skills. In this case, you simply need to have oral instructions translated. Put these on tape if necessary. If required skills include knowledge of theory, and written testing is necessary, you will have to get the test translated.

Safety. Many vocational programs begin with safety instruction and testing, and some even use safety tests as an admissions requirement. Of course, being sure that students are well versed in safety matters is important for legal and moral reasons as well as to save the expense of damage to, or loss of, materials and equipment. As with vocational skills testing, safety knowledge can often be demonstrated with only the instructions translated. Again, if more theoretical information is required, entire tests will need to be translated.

Basic skills. Sometimes vocational programs that will require significant amounts of mathematical and communications skills administer basic skills tests. For LEP students, the language arts portion of a basic skills assessment should be replaced by proficiency tests in ESL and the native language. If math skills are important, this portion of the assessment will need to be translated.

Activity 2 The following items check your comprehension of the materials in the information sheet, "Carrying Out Assessment," pp. 20-29. Each requires a short essay-type response. Explain briefly but fully, and be sure to respond to all parts of each question.

SELF-CHECK

1. Why is it important to assess the student's language proficiency in both English and the native language?

2. A trained ESL teacher or counselor should assess English language proficiency; however, a vocational teacher can conduct the assessment. If you were asked to do a language assessment, what testing options would you have available?

3. Before vocational instruction begins, tests are usually given to assess students' occupational interests and abilities. Why are these tests sometimes a problem for LEP students?

4. What vocational interest and aptitude assessment techniques can you use?

5. In addition to language proficiency and vocational interest and aptitude, what other assessment areas should you consider?

Feedback 3 Compare your written responses to the self-check items with the model answers given below. Your responses need not exactly duplicate the model answers; however, you should have covered the same main points.

MODEL ANSWERS

1. The purpose of an assessment of English proficiency is to **determine if vocational instruction can be given in English**, or **if the student needs bilingual instruction**. If ESL instruction is needed, the testing will help to **determine the appropriate level**. Another purpose for English proficiency tests at the beginning of instruction is that they can be used to **measure increases in English proficiency** during the program.

   The purpose for assessing native language proficiency is to determine **if a student will benefit from materials written in that language**. Some students are not literate in their native languages and, in that case, will need oral bilingual assistance.

2. **Formal standardized English proficiency** tests are available commercially. These have been tested for their validity, but they cost money, need to be ordered ahead, and require standardized procedures for administering them. When LEP vocational students first enroll for class, you may want to assess language proficiency in a less formal way, and, therefore, you may choose a **cloze technique** to test reading comprehension, **dictation** to test listening comprehension and writing ability, and an **oral interview** to test communicative competency. All of the informal techniques used to evaluate English proficiency can be adapted to determine proficiency in the student's native language; however, you need to identify someone who speaks the target language, preferably a native speaker, to assist you in the evaluation.

3. LEP students who have limited English proficiency **may appear**, for example, **to have low aptitude in a given area as a result of not understanding English**. Another problem is that without a cultural orientation to employment opportunities in the U.S., LEP students **may not be aware of occupational opportunities in this country**. Where language is a barrier, even translations of tests may not be sufficient, accurate, or appropriate for the target audience.

4. Formal, **standardized vocational interest and aptitude instruments** are available commercially in other languages. If formal assessment instruments are not practical, available, or appropriate, an informal assessment can be made through **questions** presented to students **in writing**, in an **oral interview**, or by a **taped interview** in the native language.

5. Besides language and vocational interests and aptitudes, three other areas of vocational instruction may be assessed before instruction begins. First, it may be important to know students' **proficiency in vocational skills** so they can be placed in a vocational program according to their skills. The vocational instructor of a particular skill is the most appropriate person to do this testing, but if the native language is needed, a bilingual person must be asked to assist. Students skilled in certain vocational areas may create the impression that they know little

or nothing about them when, in fact, language is the barrier to their performance in the skill. When language is a problem, vocational proficiency can be assessed by asking the student to demonstrate certain skills for which oral directions have been translated, and, if necessary, put on audio tapes. Any written test must be translated.

A second area of vocational testing includes **safety instruction**. For legal and moral reasons, as well as to save the expense of damage to or loss of materials and equipment, students must be well informed in safety matters. Safety knowledge can often be tested with only the instructions translated.

Finally, another area of assessment is in **basic skills**, namely mathematics and communication. Language arts assessment on basic skills tests should be replaced by proficiency tests in English and the native language. If basic skills in computation are important for a particular vocational program, the testing materials will need to be translated.

Level of Performance: Your written responses to the self-check items should have included the same major points as the model answers. If you missed any of those ideas or have other questions, review the information sheet, "Carrying Out Assessment" and consult your resource person if necessary.

Activity 4 Locate an LEP person (neighbor, student in a school, or person suggested by an ESL teacher or a teacher in the bilingual education program). If possible, employ three techniques for assessing English proficiency: cloze, dictation, and interview. Inform the LEP person that the assessment will take about a half hour of their time. You will want to tape the interview so that you can listen to it later as many times as you want to.

Activity 5 Using the information sheet, evaluate and interpret the results of the three techniques you used to assess English proficiency. Grade the cloze test and the dictation test and interpret the results of the interview (using the [oral interview] rating scales).

Feedback 6 When you have made your evaluation of the LEP person's English proficiency, consult an ESL specialist to verify your interpretations.

Activity 7 Read the following case study describing how Joe Garcia, a vocational counselor, assessed vocational interest and aptitude. As you read, try to determine what Mr. Garcia did right, what he did wrong, and what he should have done instead. Then write a critique of his performance.

CASE STUDY

Joe Garcia is a vocational counselor at a comprehensive high school in a large city on the West Coast. Language minority students who have signed up for vocational programs at the beginning of their junior year include Mexican, Chinese, Korean, and Filipino students.

Many of these students have language assessment information in their records already. This information had been supplied by junior high school ESL teachers or the bilingual program in the high school. On the other hand, there is no language assessment information for many other students, and so Mr. Garcia spends a lot of time on language assessment.

As a result, it is well into the third week of school before he can get to vocational interest and aptitude assessment. There is a Spanish version of the standardized test that the school uses, and Mr. Garcia had previously had the test translated into Chinese. From records on language assessment, it is clear that the majority of the Filipino students could not handle standardized, written tests in English. Since there is no translation into Tagalog available, Mr. Garcia interviews these students in English. They seem to understand enough to respond somewhat to most of the questions. The Korean students tried the test in English, but Mr. Garcia isn't sure how reliable the results are. However, most of the Korean students are already enrolled in the horticulture and computer maintenance programs and seem to like them. Besides, those are the two programs that have bilingual, Korean-speaking aides.

Feedback 8 Compare your written critique of the counselor's performance with the model critique given below. Your response need not duplicate the model response exactly, but should address the same major points.

MODEL CRITIQUE

First of all, it is crucial to do a vocational interest and aptitude assessment before placing LEP students in any program. If Mr. Garcia was too busy to do this assessment, he should have gotten help from other counselors, or enlisted teachers to assist in an assessment before classes began.

Giving Spanish-speaking students a standardized test in Spanish was a good idea. Likewise, the test translated to Chinese was an appropriate decision. However, in the case of the Chinese-speaking LEP students, it is important to be sure that language isn't the only barrier. Sometimes cultural differences create difficulties for some students, and this may have created some problems with the test.

Mr. Garcia should at least arrange to have someone interview Filipino students in their native language, not in English. If no teacher or counselor speaks Tagalog, Mr. Garcia needs to find someone in the community, or even a bilingual student, to translate the questions and have them taped.

Mr. Garcia cannot assume that a test in English for Korean LEP students is an accurate assessment. He should get the test translated into Korean or arrange for an interview in Korean.

Secondly, students should never be placed in programs because many of their particular group seem to like those programs. All students need to be assessed and placed as individuals. The advantage of having a bilingual aide in a particular program is not the sole reason for placing students together in it.

Finally, it might be important for Mr. Garcia to assess students' knowledge of safety procedures and their basic skills levels as well.

Level of Performance: Your written critique of Mr. Garcia's performance should have covered the same major points as the model critique. If you missed some points or have questions about any additional points you made, review the material in the Information sheet, "Carrying Out Assessment" pp. 20-29. Check with your resource person, if necessary.

Activity 9 Arrange to take a standardized test that assesses vocational interest and aptitude. You could do this through a vocational counselor in a vocational or comprehensive high school, or at the testing center of most colleges or universities.

LEARNING EXPERIENCE III

OVERVIEW

Enabling Objective	After completing the required reading, critique the performance of a vocational educator in interpreting the results of intake assessment.
Activity 1	You will be reading the information sheet Using Assessment Data, pp. 43-46.
Activity 2	You will read the Case Study and critique the performance of the vocational educator described, pp. 47-48.
Feedback 3	You will evaluate your competency in critiquing the vocational educator's performance in using assessment results by comparing your completed critique with the Model Critique, p. 49.

Activity 1 Although it is very important to use appropriate assessment instruments with LEP students, it is equally important to know how to interpret results and make programmatic recommendations. Read the following information sheet on how to use assessment data appropriately for LEP students.

USING ASSESSMENT DATA

The main purpose of assessing LEP students is to place them into appropriate programs and provide them with appropriate services. An assessment of vocational interest and aptitude should determine placement into a vocational program. An assessment of English and native language proficiency should determine which instructional services are needed to support vocational instruction. **An assessment of English language proficiency should not be used to determine placement into or restriction from a particular vocational program, and vocational instruction should not be delayed due to limited English proficiency.**

This information sheet will help you use assessment results to determine what kinds of instructional and support services are needed by LEP students.

The Question of Access

One of the biggest problems LEP students face is access to vocational education programs. Unfortunately, many vocational programs, both secondary and adult, have entrance tests in English that exclude LEP persons from participating in vocational education, delay their participation, or limit their participation to a few occupational areas. For example, some schools simply do not allow LEP students to enroll at all, whereas others delay their entrance by requiring them to attend ESL or academic bilingual programs first. Still others place LEP students in certain vocational programs based on their level of English proficiency instead of their interests and aptitude. That is, non-English-speaking students, for example, may be automatically placed into programs such as groundskeeping and housekeeping, whereas LEP students with some proficiency in English may be placed into programs such as welding, auto-body, and electronic assembly.

The rationale behind such practices focuses on a desire for students to have enough skills to have a successful and rewarding experience in vocational education. However, these practices are legally questionable. Title VI of the Civil Rights Act of 1964 and Office of Civil Rights (OCR) Guidelines prohibit the establishment or maintenance of vocational education programs that discriminate against persons based on national origin. These guidelines prohibit discrimination in admissions and state that no person can, on the basis of national origin, be excluded from participation in any vocational program, service, or activity.

Many states and local districts are now beginning to realize that denying, delaying, or limiting access to vocational education based on limited English proficiency may be considered national origin discrimination, according to OCR regulations and guidelines. The Carl Perkins Vocational Education Act of 1984 also identifies **access** to vocational

education as a critical problem for LEP persons as well as those with other special needs.

Experience has shown that few persons who have been turned away from vocational education programs because of limited English proficiency learn English and then return. Thus, the most legally and educationally sound steps to take are to provide LEP students with the appropriate instructional and support services to enhance their success in vocational education. Such services are effective and can be readily available.

Instructional and Support Services

The three most critical kinds of instructional and support services for LEP vocational students include vocational English as a second language (VESL) instruction, bilingual vocational instruction, and bilingual counseling. It is important to remember that all three of these services are necessary.

Vocational ESL

Vocational English as a second language (VESL) provides LEP students with the English language content and skills necessary to survive in a vocational education class and on the job. VESL instruction is based on the language of the vocational education class but uses methodology from the field of ESL. It is important to note that ESL is not the same as English, language arts, or foreign language, and VESL should be taught by a professionally trained ESL instructor. In addition, it is critical that the V/ESL instructor collaborate closely with vocational instructors so that the language used in the vocational class is reinforced in the VESL class.

Bilingual Vocational Instruction

Bilingual vocational instruction is simply using the students' native language(s) in the vocational class to clarify instruction. Although it is certainly desirable to have vocational instructors who are bilingual, it is not necessary to be bilingual in order to provide bilingual instruction. In addition, often vocational classes are multilingual--that is, students come from many language backgrounds--so an instructor who is bilingual still would not necessarily meet the needs of all students. Other ways to provide bilingual instruction include using the following:

- Bilingual teacher aides
- Bilingual peer tutors
- Bilingual community volunteers
- Bilingual written materials
- Bilingual tapes

Bilingual Counseling

The counseling process is very important to the success of LEP students. Counseling needs to be culturally sensitive and carried out in a language that students understand. In addition, counselors must be sensitive to the special needs of LEP students, and they should be prepared to make referrals to appropriate community agencies that can provide social and health services and immigration counseling in the native language.

Matching Services with Assessment Results

Placement into an appropriate vocational program should be based on the assessment of vocational interest and aptitude, whether that be a formal standardized instrument or an informal interview.

The assessment of English (i.e., ESL) proficiency will determine how much VESL instruction, bilingual instruction, and bilingual counseling are needed. If an informal interview with a rating scale of 1-5 is used, use the following as a guideline. (Many standardized instruments will yield similar levels.)

ESL Proficiency Level	V/ESL Instruction	Vocational Instruction and Counseling
1	1 hour/day	Predominantly in the native language
2	1 hour/day	In English and the native language
3	1/2 - 1 hour/day	In English with clarification/tutoring in the native language
4	Some general ESL, as needed	In English
5	None	In English

If English is assessed using a standardized instrument, you may wish to use the following table to assist in deciding on appropriate services. The acronyms used to identify the tests refer back to the tests listed on pp. 20-21 in Learning Experience II.

	Proficiency Level				
	1	2	3	4	5
Test	**Raw Scores**				
BEST (core section)	0-20	21-35	36-50	51.64	65+
BVOPT	0-199	200-224	255-299	300+	
ELSA	100-199	200-299	300-399	400-599	600+
ESLOA	Level 1	2	3	4	5
ILYN	0-24	25-39	40-59	60-74	75-100
LAB	0-20	21-60	61-80	81-90	91+
TEPL	Level A	B & C	D E	F & G	

The assessment of native language proficiency will help determine whether it will be worthwhile to provide LEP students with bilingual materials. If students have an English proficiency level below 4 and can read in their native language, it will be worthwhile to provide them with instructional materials in their native language.

If assessments of basic skills and safety reveal weaknesses in these areas, and the assessment of English proficiency reveals a level lower than 4, it will be necessary to provide some basic skills and safety instruction in the native language.

Activity 2 Read the following case study describing how Lawana Harris used assessment data to make instructional recommendations. Analyze what she did right and wrong and what she should have done instead, and then prepare a written critique of her performance.

CASE STUDY

After a large district-level targeted recruiting effort in vocational education, Lawana Harris, a counselor at an urban vocational-technical high school, found herself face to face with 24 new language minority students. Thirteen of the students came from Spanish-speaking homes, eight from Haitian Creole-speaking families, and three were ethnic Chinese from Vietnam who spoke Chinese, Vietnamese, and French.

Upon examining their assessment results, Ms. Harris made a profile of the school's LEP students with the following recommendations.

Ms. Harris felt that the level 1 and 2 Hispanic students would meet with more success back in their feeder schools because those schools have Spanish-English bilingual academic programs. However, since the feeder schools have no bilingual education program for Haitian students, she thought it would be best to place those students into the housekeeping and lawn maintenance programs at her school because there is a Haitian bilingual aide assigned to those programs, In addition, many other Haitians successfully complete that program, and it has a high job placement rate. She felt that since the Haitians are generally economically disadvantaged, they would be interested in immediate job placement.

Ms. Harris placed all level 3 and 4 students into their desired vocational programs. She felt that their English was good enough to handle instruction in English, and the newly hired VESL instructor would help.

Student	Native Language	English Level	Native Language Literacy?	Vocational Interest	Basic Skills Needs	Other Languages	Recommendations
1	Spanish	1	Yes	Automotive			Refer to bilingual program in feeder school
2	Spanish	2	Yes	Cosmetology			Refer to bilingual program in feeder school
3	Spanish	2	Yes	Food services			Refer to bilingual program in feeder school
4	Spanish	2	Yes	Automotive			Refer to bilingual program in feeder school
5	Spanish	2	Yes	Office			Refer to bilingual program in feeder school
6	Spanish	2	Yes	Cabinet making			Refer to bilingual program in feeder school
7	Spanish	3	Yes	Automotive	Needs math		Automotive with VESL and bilingual academics for math
8	Spanish	3	Yes	Office			Office with VESL
9	Spanish	3	Yes	Cosmetology			Cosmetology with VESL
10	Spanish	3	Yes	Food service			Food service with VESL
11	Spanish	3	Yes	Horticulture			Horticulture with VESL
12	Spanish	3	No	Automotive	Needs math		Automotive with VESL and bilingual academics for math
13	Spanish	4	No	Automotive			Automotive with VESL
14	Haitian Creole	1	No	Cosmetology			Put in housekeeping
15	Haitian Creole	2	No	Cosmetology			Put in housekeeping with VESL
16	Haitian Creole	2	No	Office			Put in housekeeping with VESL
17	Haitian Creole	2	No	Office			Put in lawn maintenance with VESL
18	Haitian Creole	2	No	Housekeeping			Put in housekeeping with VESL
19	Haitian Creole	2	No	Cabinetmaking			Put in lawn maintenance with VESL
20	Haitian Creole	2	Yes	Cabinetmaking		French	Put in lawn maintenance with VESL
21	Haitian Creole	3	Yes	Cabinetmaking		French	Cabinetmaking with VESL
22	Vietnamese	3	Yes	Electronics		Chinese, French	Electronics with VESL
23	Vietnamese	3	Yes	Electronics		Chinese	Electronics with VESL
24	Vietnamese	4	Yes	Electronics		Chinese, French	Electronics with VESL

Feedback 3 Compare your written critique of the counselor's performance with the model critique given below. Your response need not exactly duplicate the model response; however, you should have covered the same major points.

MODEL CRITIQUE

Ms. Harris did some things right and others wrong. All students with English levels of 3 or higher were placed into the vocational programs they wanted. However, the level 1 and 2 Hispanic students should not be placed into bilingual academic programs just because there are Spanish-speaking teachers and counselors in those programs. Ms. Harris should have made arrangements for the instructional and support services necessary for these students to succeed in the vocational programs they wanted. This might mean bilingual tutors, aides, or materials. Students #1 and #7, for example, could have been placed in the automotive program they wanted. Students #12 and #13 are in that program already. Since they have a higher English proficiency level, they could serve as peer tutors.

Ms. Harris did well in placing all level 3 students in VESL classes and referring those who are weak in math to the bilingual math teacher for help. The level 2 Haitian students, however, should not have been placed in groundskeeping and housekeeping programs just because other Haitians were there and because those programs have a Haitian aide. They could be in the vocational programs they wanted, with VESL instruction and bilingual instructional and support services to help them. For example, students #19 and #20 could have been admitted to cabinetmaking. Student #21 is in that course and has a high enough English level to help them. Finally, all level 3 students should receive some instructional support in their native languages. Those who are literate in the native language can benefit from bilingual written materials.

Level of Performance: Your written critique of the counselor's performance should have covered the same major points as the model critique. If you missed some points or have questions about any additional points you made, review the material in the information sheet, "Using Assessment Data," pp. 43-46, or check with your resource person if necessary.

FINAL EXPERIENCE

Terminal Objective

In an actual vocational instructional setting, conduct intake assessment of LEP vocational students.

Activity 1

As part of your normal instructional duties, conduct intake assessment of LEP vocational students. This will include--

- identifying LEP students,
- planning assessment,
- assessing LEP students, and
- interpreting assessment results.

As you perform each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

Feedback 2

Arrange to have your resource person review any documentation you have compiled. If possible, arrange to have your resource person observe at least one instance in which you are actually conducting intake assessment of LEP vocational students.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in conducting intake assessment of LEP vocational students.

VOCATIONAL EDUCATOR PERFORMANCE ASSESSMENT FORM

Conduct Intake Assessment of LEP Vocational Students

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the vocational educator's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE, because of special circumstances a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	**None**	**Poor**	**Fair**	**Good**	**Excellent**
In conducting intake of LEP students, the educator--						
1. prepared staff to assist in the intake process	( )	( )	( )	( )	( )	( )
2. recognized behavior that indicated possible limited English proficiency	( )	( )	( )	( )	( )	( )
3. checked data already in students' files	( )	( )	( )	( )	( )	( )
4. conferred with students and others who might have additional input	( )	( )	( )	( )	( )	( )
In planning assessment, the educator--						
5. determined what additional information was needed	( )	( )	( )	( )	( )	( )
6. identified appropriate languages for assessment	( )	( )	( )	( )	( )	( )
7. identified appropriate personnel to conduct assessment	( )	( )	( )	( )	( )	( )

8.	selected appropriate instruments and techniques to assess						
	a. ability to understand and speak English	( )	( )	( )	( )	( )	( )
	b. ability to read and write English	( )	( )	( )	( )	( )	( )
	c. native language ability	( )	( )	( )	( )	( )	( )
	d. basic skills	( )	( )	( )	( )	( )	( )
	e. vocational interest and aptitude	( )	( )	( )	( )	( )	( )
In assessing LEP students, the educator--							
9.	administered selected instruments and techniques effectively to assess:						
	a. ability to understand and speak English	( )	( )	( )	( )	( )	( )
	b. ability to read and write English	( )	( )	( )	( )	( )	( )
	c. native language ability	( )	( )	( )	( )	( )	( )
	d. basic skills	( )	( )	( )	( )	( )	( )
	e. vocational interest and aptitude	( )	( )	( )	( )	( )	( )
10.	recorded assessment results	( )	( )	( )	( )	( )	( )
In interpreting assessment results, the educator--							
11.	synthesized all information to develop a complete student profile	( )	( )	( )	( )	( )	( )
12.	identified legal or policy procedures affecting programmatic recommendations	( )	( )	( )	( )	( )	( )
13.	determined needed services	( )	( )	( )	( )	( )	( )
14.	designed effective plan to deliver services	( )	( )	( )	( )	( )	( )